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ABSTRACT

Part I of this book, which comprises the bulk of the volume, consists of a bibliography of approximately 650 publications on child education. The publications include articles from 58 Indian journals and newspapers published in the English language. The bibliography also references books, research reports, and doctoral theses that have been reviewed in journals and newspapers. The bibliography has both an author and a subject index. Full bibliographic information is provided in both indexes. Part II of the book includes a description of a proposed children's university, which would house children from around India, include several centers of research on problems related to child development, and sponsor cultural centers for each Indian State. Also included are: (1) an essay concerning the problems and potentials of research on children's reading; (2) excerpts from the Indian Constitution that concern issues relating to children; (3) statistics on school enrollment and adult literacy in India; and (4) a list of 79 specialists in the field of child education. (BC)

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General Editor S P. Agrawal

Child Education in India

Index to Scholarly Writings in Indian Educational Journals and Newspapers since Independence

includes constitutional provision and basic indicators of child growth

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S.P. AGRAWAL
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S.P. AGRAWAL (b. 1929) was till recently Director, National Social Science Documentation Centre, Indian Council of Social Science Research, New Delhi and Member Secretary, Indian Association of Social Science Institutions. He ws also the Vice-Chairman of the Asia and Pacific Information Network in Social Sciences (APINESS). He has been awarded in June 1988 the degree of Doctor of Philosophy in Education (Honoris Causa) by International University Foundation. Born and brought up in the cradle of our freedom movement, which he joined at the tender age of twelve, he started his innings as a science teacher in a District Board School.

Besides writing extensively on various aspects of education as well as of library and information scciences, he has been a frequent contributor of stories to Hindi Magazines for children. He is the author of numerous publications including *Children Litrature in Hindi* (Rachna Rakesh, 1970), *India Since Independence* (Publications Division, 1985), *Development of Documentation in India: Social Science Information* (Concept, 1989) and co-author of *Development of Education in India* (Concept, 1986), *Nehru on Social Issues* (Concept, 1988), *Unesco and Social Issues* (Concept, 1988) and *National Policy of Education* (Concept, 1989), *Information India* (Concept, 1989).

MISS NARESH KANTA (b 1950) did her MA and B.Lib.Sc. from Delhi University. She has compiled bibliographies like *Cultural Behaviour of Youth with special reference to India and Asian Countries*, *Election in India since 1952*, *Human Resource Development in Asian Countries* and collected references for *Role and functions of National Commissions for Unesco* brought out by the Indian National Commission for cooperation with Unesco. At present, she is supervising Press Clipping Section in the Indian Council of World ASSW'S Library.

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General Editor: **S.P. Agrawal**

CHILD EDUCATION IN INDIA

Index to Scholarly Writings in Indian Educational Journals and Newspapers since Independence

includes constitutional provision and basic indicators of child growth

COMPLIMENTARY COPY

S.P. AGRAWAL
NARESH KANTA

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on the occasion of
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S.P.**Agrawal** (*b.* 1929)
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GENERAL EDITOR'S INTRODUCTION

WHEN DOES a child's education begin? Right from the womb it seems, to go by established medical evidence.

However, for initiation in a proper school system, the child has to be a little older, be of a certain age.

But, how old? Judging by the modern trends, there is no certainty about the minimum age which is getting pegged lower and lower.

Side by side, the pre-school education is being sub-divided into various stages and simultaneously becoming costlier in every way with each passing year.

What is the cause of it? Obviously there are strong social pressures and economic forces at work which give rise to such a phenomenon.

That is why we must beware that while we try to combat the ills and improve matters, we do not indulge in facile generalisation and wholesale condemnation, or, as they say, throw the baby out with the water.

The present CICIL publication is timed to coincide with the Third National Conference on Child Education. It is hoped that through the delegates who will be in town from all over the country, it will achieve the objective of dissemination to a yet wider population of educationists.

S.P. AGRAWAL

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ABBREVIATIONS

Ag	August
Ap	April
Appen	Appendix
Aut	Autumn
Comp	Compiler/Compiled
Dec	December
ed	editor/edited
Feb	February
ftns	Footnotes
illus	Illustrations
J	Journal
Jan	January
Je	June
Jl	July
Mr	March
Nov	November
Oct	October
p	page(s)
Q	Quarterly
refs	References/Bibliography
repr	reproduced
Rev	Review
Se	September
Spr	Spring
Sum	Summer
tabs	Tables
tr	Translator/Translation
Wint	Winter

SIGNS:

+	Continued on later pages in the same issue
-	to

ICCE SECRETARY GENERAL'S WORD

Children should be the starting point of our development strategy. After all, it is the children whose individual development and social contribution will shape the future of our globe. A wise investment in children's health and education will lay the foundation for future growth and development and bring above average returns on national investment. On the other hand neglecting children's basic needs will condemn them and their society to high societal costs and vicious cycle of poverty, deprivation and backwardness. A young child's growing mind and body is susceptible to permanent damage from which there is no second chance to recover.

Recently when we were planning to hold this National Conference on Child Education, we felt the need to have a basic bibliography on child education.

I am sure all those who feel concerned about the child will be benefitted from this publication.

JAIPRAKASH BHARTI

INTRODUCTION

Child education has been a phenomenal expansion in the Indian education system. Article 45 of the Constitution of India stipulated that the State should strive to provide free and compulsory primary education to all children up to the age of 14 years. To achieve the objective there have to be primary schools within an easy reach of every child.

United Nations has been making efforts for the development of children's education and their rights. It has called for a "World Summit for Children" to be held in September, 1990, at the UN Headquarters in New York which would give a boost to the new "Convention on the Rights of the Children". For the development of education – primary and basic literacy – the first 'World Conference on Education for All' will meet in March, 1990, in Thailand. The World Bank also may release additional funds for providing basic education to more people.

There has been growing demand that literature on child education should be brought under proper bibliographical control. The present publication tries to meet this demand partially.

The Main Bibliography

The Child Education in India is primarily a combined indicator to the contents of Indian journals and newspapers published in English language. Besides articles, it includes, Book, Research Project Reports and ph D Thesis, which have seen reviewed there in, and gives access to 650 entries.

It has two divisions: Author Index and Subject Index the basic bibliography. Full bibliographical details have been provided in both parts. The standard format used in this bibliography is as follows: The name of the Auther, the Year of Publication, the Title, the journal, volume number, issue number (in, brackets), month and pages. The year of publication has been given after the name of the Author.

Author Index

The Main Index provides entries alphabetically by names of authors or the titles where there is no authorship.

Example:

Misra, Devendra, 1965, Promotion of literacy interests of children, *Education* 44(6) June, pp.19-22.

The entry refers to an article entitled 'Promotion of literacy interests of children' by Devendra Misra published in the journal *Education*, in volume 44, issue No.6 of June 1965 at pages 19-22.

See and *See also* references.

To facilitate easy access *See* and *See also* references have been provided in the Author Index.

Example:

Kumar, Sarwan *See* Sarwan Kumar

D'souza *See also* De Souza

Subject Index

In this section, subject information is accessible through subject terms and corporate or personal names.

Example:

PRIMARY EDUCATION
Mukherjee, L, 1956, Whither primary education?
Educational Review 62 (2), Jan. pp.1-4

The entry means that an article on '*Primary education*' may be found in the journal *Educational Review*, volume 6, issue number 2 of January 1956 at pages 1-4. The author of this article is L. Mukherjee and title is "Whither primary education".

LIST OF PERIODICALS SCANNED

1. Asian Journal of Psychology and Education (Tri-Ann)
   Agra Psychological Research Cell
   Tiwari Kothi, Belanganj
   AGRA-282003 (UP)
2. Education (M)
   S. Kumar and Associates
   32, Sarojini Devi Lane
   Guru Govind Singh Marg
   LUCKNOW-226001 (UP)
3. Education and Psychology Review (Q)
   Maharaja Sayajirao University of Baroda
   Faculty of Education and Psychology
   BARODA-390002 (Gujarat)
4. Education Quarterly
   Ministry of Works and Housing
   Department of Publications
   Civil Lines
   DELHI-110054
5. Educational Forum (Q)
   Alumni Association
   Central Institute of Education
   33, Chhatra Marg
   DELHI-110007
6. Educational India (M)
   Vidya Bhavan
   Jagannatha Puram
   MASULIPATNAM (Andhra)
7. Educational Miscellany (Q)
   Directorate of Higher Education
   Publication Unit
   Old Flowers Corner Building
   Melarmath
   AGARTHALA (Tripura)
8. Educational Review (M)
   16, Sumkuwas St. Triplicane
   MADRAS-600005 (TN)
9. Educator (Q)
   University Training College
   NAGPUR-440001 (MS)
10. Indian Education (M)
    All India Federation of Educational Association
    Jha-Seshadri Khattry Bhawan
    P.O. Box No.53
    KANPUR-208001 (UP)
11. Indian Educational Review (Q)
    National Council of Educational Research and Training, NIE Campus,
    Sri Aurobindo Marg
    NEW DELHI-110016
12. Indian Journal of Adult Education (M)
    Indian Adult Education Association
    17-B Indraprastha Marg
    NEW DELHI-110002
13. Journal of Education (Q)
    West Bengal College and University
    Teachers Association
    CALCUTTA-700012
    (West Bengal)
14. Journal of Education and Psychology (Q)
    M.B. Patel College of Education

Sardar Patel University
VALLABH VIDYANAGAR
338120 (Gujarat)

15. Journal of Indian Education (Bi-M)
National Council of Educational Research and Training
NIE Campus, Sri Aurobindo Marg
NEW DELHI-110016
16. NIE Journal (Bi-M)
National Council of Educational Research and Training
NIE Campus, Sri Auroindo Marg
NEW DELHI-110016
17. Naya Shikshak/Teacher Today (Q)
Directorate of Primary and Secondary Education
Government of Rajasthan
BIKANER-334001 (Rajasthan)
18. New Frontiers in Education (Q)
4 Raj Niwas Marg
DELHI-110054
19. Progress of Education (M)
Pune Vidyarthi Griha Prakashan
1786 Sadashiv Path
PUNE-411030 (Maharashtra)
20. Rajasthan Board Journal of Education (Q)
Board of Secondary Education
AJMER-305001 (Rajasthan)
21. Shiksha (Q)
Education Department
Government of Uttar Pradesh
LUCKNOW-226001 (UP)
22. Teacher Education (Q)
Directorate of Extension
Programme for Secondary Education
National Council of Educational Research
and Training
NEW DELHI-110016
23. Teaching (Q)
Oxford University Press
Post Box No.31
BOMBAY-400001 (MS)
24. Bulletin of Non-Formal Education
25. Calcutta Review
26. EPA Bulletin
27. Economic and Political Weekly
28. Economic Times
29. Experiments in Education
30 Gandhi Vignan
31. Growing Minds
32. Hindu
33. Hindustan Times
34. Indian Book Industry
35. Indian Express
36. Indian Farming
37. Indian Finance
38. Indian Nation
39. Indian Worker
40. Journal of Gujarat Research Society
41. Kurukshetra
42. Mainstream
43. Manthan
44. National Geographical Journal of India
45. National Herald
46. Patriot
47. Perspectives in Education
48. Primary Teacher
49. Research Bulletin (Pune)
50. Sarvodaya
51. Secular Democracy
52. Social Welfare
53. Statesman
54. Teacher Today
55. Times of India
56. Vivekananda Kendra Patrika
57. Writer and Illustrator
58. Yojana

PART I

Education of young men and women on proper and sound lines has always been the root cause of progress of a country and no nation has progressed without it.

Mahamana Pt. Madan Mohan Malaviya

BASIC BIBLIOGRAPHY

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PART II

CONCEPT OF A CHILDREN'S UNIVERSITY

An Academic Innovation

We find the spectre of terrorism and extremism, regionalism and communalism raising its heads on all sides in the country. The administration has unfortunately failed to control this phenomenon. The real, long range solution of this problem lies with the education of the children. The child has been neglected in our country for forty-two years. The children, who saw the light of day in free India, are now grown up but they do not behave like citizens of a free country. A great majority of them are cut off from the national mainstream. They are deprived of even the minimum of educational facilities. They are living in a state of frustration with shattered dreams. Media like the television are arousing new and distorted ambitions in them which they find difficult to realise. The bonds of our cultural heritage, that tied us to the native soil, are constantly being shaken.

In the midst of this encircling gloom, one can see a ray of hope. I have been writing for children for the last three decades and my perception of this task has convinced me that one cannot do justice with this type of writing without an adequate understanding of the psychology of the child and an idea about his total personality, his health, his socio-economic and religious background, his family atmosphere and at large the social and political set up in which he is being brought up. That requires a multi-disciplinary approach to understand the mind of the child. I found to my utter amazement that, whether in educational thought or in social doctrines, no attempt has so far been made to discuss and analyse the problems of the child in their totality. The various problems relating to the child fall in different disciplines. We study about the psychology, we discuss the educational problems of child in education, we deal with the health problems of the child in medicine

and we attend to the physical problems of the child in sports and games. But the child is not a mechanical aggregation of all these faculties. He is a total being, a sort of a mini-universe which was, in our mythology, experienced by Yashodha when Krishna as an infant opened his mouth before her. The child is complete universe and there are thousands of areas about the child which remain unexplored. Such a study in its various aspects is possible only in a university, and that led me to consider this proposal seriously.

It was about five years back that an enthusiastic friend of mine organised a seminar on this topic at Bareilly (U.P.). The seminar was attended by a cross-section of the city elite and they felt much impressed by the idea.

When we thought to set up the Indian Council for Child Education, we discussed the idea of setting up a Children's University with some of the top educationists and education planners, including among others Prof. Moonis Raza, the present Vice-Chancellor of Delhi University, and they got interested in it and for the first time in history there is a move to establish a Children's University. The details of the proposal are being worked out.

The forthcoming National Conference on Child Education is going to devote a full session to this topic. A number of Education Ministers and leading intellectuals would be participating in this session. While the details of the proposed University are still to be worked out, a rough outline of the same is as follows.

The Children's University has been conceived as a three-component structure.

First at the centre would be a school for students from all parts of the country living and studying together in an humane set-up.

For our distinguished educationalists the two words — 'Children' and 'University' are incompatible. How can they think of anything other than the traditional university system? Under the vicious influence of the West, our intellectuals have lost their true identity. It is only the non-conventional universities which can perhaps show the right path in the field of education. The Children's University would be such a non-traditional university which will not depend on government grants for its existence. It would be an institution which will help us in realising our cherished dreams about children's education. The Nursery Section of the school will have kids from three to five or six years of age. Education will be imparted to them through non-conventional methods, making full use of games, play and hobbies. No conventional

text-books will be prescribed for them.

Children above five years of age will be admitted to the main school. Initially it will have one thousand students. Every year a thousand more students will be added until the total strength is ten thousand. They will receive education as resident students for eleven years. At this stage also, education will not be imparted through a huge pile of text-books but through a combination of work experience and learning rather than teaching oriented methodologies. During this period, all the children will also be required to take part in productive work in the university campus. They will learn certain skills which will enable them to pursue their own vocation. Conventional examinations would be dispensed with during the entire schooling period.

After leaving the school, its alumini would be provided opportunities on the campus for specialised studies in the subjects of their interest.

Second, there would be a number of specialised institutes on the campus which would be centres of research on problems related with children. These institutes would make a close study of the school as well as the surrounding community and would abstract lessons from experience for replication elsewhere. Five such institutes are envisaged:

- Institute of Child Health
- Institute of School Education
- Institute of Games and Sports for Children
- Institute of Toys and Hobbies for Children
- International Institute for Children Literature and Audio-visual aids

Third, the campus of the university would itself provide an educational experience of great value.

A 'mini India' would emerge on the campus. Every State will be provided land to set up their own cultural centres. These centres will remain active throughout the year. Every body will have a glimpse of the lifestyle, food habits, dress and other important aspects of different parts of India. The festivals of various States will be celebrated by all together.

The plan of the University is being worked out by a group of senior academics under the Chairmanship of the well-known educationist, Prof. Moonis Raza. It is proposed to establish the Children's Univer-

sity near the capital. This would act as the nodal point having regional centres in different parts of the country. The Indian Council for Child Education has taken the initiative in this direction and has made a provision for 200 acres of land. Specialists from different fields are being associated with a Committee constituted for this purpose.

The best features of Tagore's Santiniketan, Shri Aurobindo's Ashram at Pondicherry, the Gurukul system, the Bal Mandir of Gijubhai and Ivan Illich's 'Deschooling Society' will be incorporated in the scheme for the development of the proposed university. It will take some time for the University to take its complete shape.

Nearly two thousand five hundred educationists, teachers, thinkers and experts on children's problems from all parts of the country participated in the National Conference on Child Education held in November, 1987. In this Conference, they discussed the outline of the Children's University. The Session was chaired by the then Union Education Minister. This scheme will go a long way in promoting a sense of unity, goodwill and humanism in the new generation.

Editor of *Nandan* and
Secretary General,
Indian Council for Child Education

JAI PRAKASH BHARTI

PROTECTING THE GROWING MINDS:
Issues for Research in Reading in India

Problems

Throughout India's educational institutions, attention is focused on a number of problems that have as a common factor the need for more knowledge about reading and the ways and means by which children (as also adults) can be helped to improve their reading skills. At the elementary, secondary and college levels, where opportunities for schooling are being increased daily, probably the biggest single factor in success is proficiency in reading.

In several states of India, there is a great concern with wastage in view of the fact that thousands of children are admitted to schools to spend only one to four or five years. Often this is not long enough to have made it worth while for them in so far as their achievement in reading is concerned. The failure to learn to read well enough to succeed in school is often a reason for their dropping out, and the failure to learn to read well enough to have a permanent tool for use outside of school is a great social loss.

Nonetheless, as I have always and ever strongly felt and said, this process of proficiency in reading often of course suffers serious set-back if only because we are distinct inheritors of a tradition (not of reading and writing, but of SHRUTI and SMRITI — listening and retaining) where knowledge has come down to us through more than 3000 years in a form, which is amazing; Vedas for instance, have been passed from generation to generation through this oral tradition. Be that as it may!

The efforts to reduce wastage are suggestive of many efforts to improve the quality of schooling generally. Throughout India, in educational and lay circles, there is a concern with improving the quality of

instruction and the quality of the school's products. Recent efforts of Ministry of Human Resource Development to encourage increased interest in voluntary reading among students is but one example of positive action being taken to improve the quality of the outcome of schooling.

Important Foci

In spite of the fact that the research on reading has exceeded that on other aspects of the curriculum, there are still many unsolved problems. The potentialities are almost limitless. Nevertheless, several areas may be of particular interest. For example :

1. The basic processes of reading appear to be the same in all languages. It may be well to focus considerable research attention on the attitudes and interest necessary for efficient reading. This realisation has come in for attention rather late. A more successful handling of the motivational aspects of the reading problem is one of the important keys to successful reading instruction.
2. In too many classrooms, reading is still viewed as a mechanical process of learning word recognition. This approach often prevents it from becoming the creative and satisfying process that it ought to be. There are several steps which could be taken to help correct this difficulty. First, careful and early attention to the values to be attained through reading is essential. These values should not be limited to reading skills themselves but focus on the uses to be made of reading such as gaining an understanding of the experiences of others, affording pleasure and enjoyment, aiding in understanding the processes and problems of the community. Second, with at least some of these values clearly defined, attention can profitably be directed to the specific kinds of learning experiences needed to attain these values. Only the values sought and the kind of thinking necessary to achieve them can develop the appropriate learning experiences. Third, research approaches can be applied to determine the adequacy of the learning experiences as means to the attainment of the values sought. Using such an approach, progress toward more meaningful reading is almost assured.
3. Much of the research to date has been directed towards an understanding of the way in which children learn to read. Relatively

little attention has been given to the problems of adult reading. Some of India's major reading problems in the years ahead will be in the adult field. Further checking on the differences and similarities between effective teaching of adults and children appears to be desirable.

4. One suggestion from studies thus far made is that local conditions and needs, motivational factors and teaching skills and personality bear exceedingly important influences on the success of reading instruction. It appears important, therefore, to identify these more accurately to learn how they may be controlled or dealt with effectively.
5. Studies, already made, point out the value of supplementary aids of many kinds including teacher development materials, audio-visual aids, textbooks and free reading materials. India is already well launched upon the task of producing better materials. However, extensive research on what was referred to earlier as well as on the specific values of materials of various kinds should make significant contributions.

Conclusion

India along with many other nations faces numerous educational problems particularly related to children education, which in large measure centre on the teaching of reading. This area has been studied extensively and as a result there is a vast body of literature of potential value to Indian educators. While these studies represent a great resource in terms of specific findings which are applicable in India, the experience of other nations in the field, containing a number of lessons, may also be of considerable assistance. The latter may form substantial basis for studies of the problems which are of particular concern to India in the years immediately ahead.

S.P. AGRAWAL.

CHILD IN THE CONSTITUTION OF INDIA

Prohibition of discrimination on grounds of religion,role, caste, sex or place of birth.

Part III	Fundamental Rights.
Article 15.3	Nothing in this article shall prevent the State from making any special provision for women and children.

Prohibition of employment of children in factories,etc.

Part III	Fundamental Rights.
Article 24	No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment.

Provision for free and compulsory education for children.

Part IV	Directive principles of State Policy.
Article 45	The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

Facility for instruction in mother-tongue at primary stage.

Part XVII	Official Language — Chapter IV — Special Directives.
Article 350A	It shall be the endeavour of every State and of every local authority within the State to provide adequate

facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such direction to any State as he considers necessary or proper for securing the provision of such facilities.

Inserted by the Constitution (Seventh Amendment) Act, 1956, s.21.

Other Constitutions*

(A) *Eire* - Art. 42 (4) of the Constitution of 1937 provides

"The State shall provide for free primary education . . ."

Subject to the above, the Irish Constitution guarantees the right of parents to educate their children, according to their means and choice, but at the same time imposes certain duties upon the State. The relevant provisions are in Art. 42—

"(1)— The State acknowledges that the primary and natural educator of the child is the family and guarantees to respect the inalienable right and duty of parents or provide, according to their means, for the religious and moral, intellectual, physical and social education of their children.

(2) Parents shall be free to provide this education in their homes or in private schools or in schools recognised or established by the State.

Cf. Art. *(l)* of the Universal Declaration of Human Rights - "Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory...."

In re, Art. 26 and the School Attendance Bill, (1943) Ir. r. 334.

CF. Cooley, Constitutional Law, p. 295.

Joseph v. State of Kerala, A. 1958 Ker. 290 (297).

Re. Kerala Education Bill, A. 1959 S.C. 956 (986).

State of Madras v. Champakam, a. 1951 S.C. 226.

Basu : *Commentary on the Constitution*

(3) 1.— The State shall not oblige parents in violation of their conscience and lawful preference to send their children to schools established by the State, or to any particular type of school designated by the State.

2.— The State shall, however, as guardian of the common good, require in view of actual conditions that the children receive a certain minimum education, moral intellectual and social.

4. The State shall provide for free primary education and shall endeavour to supplement and give reasonable aid to private and corporate educational initiative, and, when the public good requires it, provide other educational facilities or institutions with due regard, however, for the rights of parents, especially in the matter of religious and moral formation.

(5) In exceptional cases, where the parents for physical or moral reasons fail in their duty towards their children, the State as guardians of the common good, by appropriate means shall endeavour to supply the place of the parents, but always with due regard for the natural and imprescriptible rights of the child.

What Art. 42(3) provides is that the State shall be entitled to require that all children should receive a minimum education, and, for this purpose, to lay down a general standard. But so long as parents conform to this general standard, the manner in which the education is given is exclusively a concern of the parents. The Supreme Court has thus declared invalid a Bill which sought to compel parents to educate children in a school certified to be 'suitable' by the Minister.

(C) U.S.S.R.— See Art. 121 of the Soviet Constitution, reproduced at p.320, *ante*.

(D) *French Republic*— The Preamble to the French Constitution of 1946 declares—

"The establishment of free, secular, public education on all levels is a duty of the State."

INDIA

Compulsory child education

Civil liberty would be hollow unless it provides for education to the citizen according to his choice. But the State may also make education compulsory up to a certain minimum extent.

Scope of the Directive

1. Not being justiciable, the present Article does not confer any legally enforceable right upon primary schools to receive grants-in-aid from the Government.

2. A statute imposing compulsory education is no encroachment on any fundamental right, for no one has any right to remain ignorant.

3. But this Directive does not empower the State to override the fundamental right of minority communities to establish educational institutions of their own choice under Art.30(1). It is possible for the State to discharge its obligation under the present Article through Government owned and aided schools.

Implementation— The state of Punjab has implemented this Directive by enacting the Punjab Primary Education Act, 1960; see also Andhra Pradesh Primary Education Act, 1961.

Legislative Power— Entry 11 of List II, 7th Sch.

REVEALING INDICATORS

After rising rapidly for decades, the proportion of the poor world's children enrolled in school is beginning to fall again under the impact of the debt crisis. High drop-out rate remains the biggest problem. The gap in the total number of children age 6-11 and the number enrolled in primary school was narrowed to 50 million in 1985; and it has widened again to 60 million in 1987. Total number of 6 to 11 year-olds not enrolled in primary schools in the developing world is —

1960	117	1981	62
1963	95	1985	50
1970	89	1986	50
1975	61	1987	60

In India, which ranks at number 37 in decending order of countries estimate in 1988 Under Five Mortality Rate (U5MR).

Total adult literacy rate 1985 is 43.

% of the age group enrolled in primary school, 1986-1988 totals 98.

Adult literacy rate in 1970 was 47(male) and 20(female) and in 1985 was 57(male) and 29(female).

Primary-school enrolment rates (gross) in 1960 was 80(male) and 40(female); and in 1986-88 was 113(male) and 81(female).

Secondary school enrolment ratio (gross) in 1986-1988 was 50(male) and 27(female)

Enrolment ratio (females as a percentage of males), in 1986-88 was:

Primary School	72
Secondary School	54

Adult litracy rate (female as a percentage of males) in 1985 was 51

SPECIALISTS/INTERESTED IN CHILD EDUCATION

1. Dr. (Mrs) Asha Bhatnagar
   Reader
   Department of Educational Psychology, Counselling & Guidance, NCERT,
   New Delhi - 110 016
2. Dr. A.B.L. Srivastava
   Professor & Head
   Department of Measurement, Evaluation, Survey and Data Processing, NCERT,
   New Delhi - 110 016.
3. Dr. Arun K. Mishra
   Professor & Head
   Department of Vocationalisation of Education, NCERT
   New Delhi - 110 016
4. Dr. Amar Kumar Singh
   Professor & Head
   Department of Psychology,
   Ranchi University,
   Ranchi.
5. Shri Anant Pai
   Editor, Amar Chitra Katha
   India Book House
   Mahalaxmi Chambers
   22, Bholabhai Desai Road,
   Bombay - 400 026.
6. Dr. (Mrs.) Anima Sen
   Professor
   Department of Psychology
   Delhi University,
   Delhi - 110 007
7. Prof. Amita Verma
   Head
   Department of Child Development & Dean Faculty of Home Science
   M.S. University
   Baroda - 390002.
8. Dr Baqer Mehdi
   Professor, Dean (Research) and Head,
   Department of Policy Research Planning and Programming,
   NCERT,
   New Delhi - 110 016.
9. Dr. (Mrs) C. Dhar
   Professor
   Department of Educational Psychology, Counselling & Guidance, NCERT
   New Delhi - 110 016.
10. Dr. C.G. Pande
    Department of Psychology
    Nagpur University
    University Campus
    Amravati Road
    Nagpur (Maharashtra)
11. Dr. C.H.K. Misra
    Professor & Head
    Educational Scripting Training & SIET
    Co-ordination Division,
    CIET, NCERT
    New Delhi - 110 016.

12. Prof. C.L. Anand
Vice-Chancellor
Arunachal University
Itanagar - 791 111.
13. Shri C.M. Thukral
Lecturer
Department of Educational
Psychology, Counselling
& Guidance, NCERT
New Delhi - 110 016.
14. Dr C. Seshadri
Professor & Head
Department of Education
and Dean of Instruction
Regional College of Education
Mysore - 570 006.
15. Dr (Mrs) Daya Pant
Lecturer
Department of Educational
Psychology, Counselling &
Guidance, NCERT
New Delhi - 110 016.
16. Shri D.S. Rana
Director
C.I.R.T.E.S.
D.G.E.&.T.,
Ministry of Labour
Govt. of India, Pusa,
New Delhi - 110 012.
17. Dr. (Mrs.) E.G. Vedanayagam
Professor
Block L, No. 126
Annanagar (East)
Madras - 600 102.
18. Km. Gunamrit Kaur
Junior Project Fellow,
Department of Educational
Psychology, Counselling &
Guidance, NCERT
New Delhi - 110 016.
19. Dr. H.S. Singha
Chairman
C.B.S.E.
Indraprastha Estate
New Delhi - 110 002.
20. Prof. Iqubal Narain,
Former Member Secretary
ICSSR, New Delhi - 110001.
21. Dr. (Mrs.) Ira Saxena
W-2, Green Park Main
New Delhi - 110 016.
22. Dr. J.S. Gaur
Professor
Department of Educational
Psychology, Counselling
& Guidance, NCERT
New Delhi - 110 016.
23. Dr. (Mrs.) Kamla Bhutani
Lecturer
Department of Educational
Psychology, Counselling &
Guidance, NCERT
New Delhi - 110 016.
24. Dr. K.C. Panda
Professor & Head
Department of Education,
Regional College of
Education
Bhubaneswar - 751 007.
25. Prof. K.D. Gangrade
Pro-Vice Chancellor
Delhi University
Delhi - 110 007.
26. Dr. K.G. Desai
Director
Institute of Psychological
and Educational Research
& Guidance
23, Hindu Colony
Navrangpura
Ahmedabad - 380 009.
27. Dr. Kuldip Kumar
Professor & Coordinator
Department of Field Services &
Extension Coordination NCERT,
New Delhi - 110 016.
28. Prof. K.M. Bahauddin
Consultant & Dean (Training)
NIEPA, NIE Campus
New Delhi - 110 016.
29. Dr. K.N. Saxena
Professor & Head
Department of Educational
Psychology, Counselling
and Guidance, NCERT
New Delhi - 110 016.

30. Dr. K.N. Sud
Senior Journalist
C-17, Hauz Khas
New Delhi - 110 016.
31. Dr. Karan Singh
3, Nyaya Marg
Chanakya puri
New Delhi - 110021.
32. Shri K.S. Sarma
Director
Navodaya Vidyalaya Samiti
New Delhi - 110 049.
33. Dr. K. Venkatasubramanian
Vice-Chancellor
Pondicherry University
Pondicherry - 605 001.
34. Dr. Malcolm S. Adiseshiah
Chairman
Madras Institute of
Development Studies
Gandhi Nagar
Madras - 600 020
35. Dr. M.A. Beg
Department of Psychology
Aligarh Muslim University
Aligarh (U.P.).
36. Prof. M.C. Joshi
Head
Department of Psychology
Jodhpur University
Jodhpur (Rajasthan)
37. Dr. M.C. Jain
Lecturer
Department of Psychology
Counselling and Guidance
NCERT
New Delhi - 110 016.
38. Prof. (Miss) M.D. Bengalee
Vice-Chancellor
Bombay University
Bombay - 400 020.
39. Shri M.N. Kapur
Director
Gyan Bharati School
Saket
New Delhi - 110 017.
40. Dr. M.P. Chhaya
Educational Consultant
Navodaya Vidyalaya Samiti
New Delhi - 110 049.
41. Km. Neeru Bala
Junior Project Fellow
Department of Educational
Psychology, Counselling &
Guidance, NCERT
New Delhi - 110 016.
42. Shri Nitya Chaitanya Yati
Narayana Guruku
Fernhill (Ooty) - 643 004
Nilgiris District
Tamil Nadu.
43. Dr. (Mrs.) Nirmala Gupta
Reader
Department of Educational
Psychology, Counselling
& Guidance, NCERT
New Delhi - 110 016.
44. Dr. Neshla
Lecturer
Department of Education
Kurukshetra University
Kurukshetra.
45. Col. Naren Tiwari
Dy. Director
Headquarters, DGBR
West Block-IV
R.K. Puram
New Delhi - 110 022.
46. Shri Narendra Singh
Lecturer
Department of Educational
Psychology, Counselling
& Guidance, NCERT
New Delhi - 110 016.
47. Dr. N. Vaidya
Professor/Teacher
Department of Education
Special Education &
Extension Services, NCERT
New Delhi - 110 016.
48. Prof. N.Y. Reddy
Head
Department of Psychology
Osmania University
Hyderabad (A.P.) - 500 007.

49. Prof. P.D. Hajela
B-8, Hauz Khas
New Delhi - 110 016.
50. Dr. (Mrs.) Prabha Gupta
Professor and Head
Department of Psychology
Lucknow University
Lucknow.
51. Dr. Prem Kirpal
63, 'F' Block
Sujan Singh Park
New Delhi - 110 003.
52. Dr. Pritam Singh
Professor & Head
Navodaya Vidyalaya Cell, NCERT
New Delhi - 110 016.
53. Shri B. Phalachandra
Lecturer
Department of Educational
Psychology, Counselling &
Guidance, NCERT
New Delhi - 110 016.
54. Prof. Rais Ahmed
C-55, Asiad Village Complex
Siri Fort Road
New Delhi - 110 049.
55. Dr. R.E. Beck
Director
Pupil's Services
American Embassy School
Chandragupta Marg, Chanakyapuri
New Delhi - 110 021.
56. Prof. R.G. Mishra
Consultant,
Centre for Policy Research,
Charma Marg, Chanakyapuri,
New Delhi - 110 021.
57. Shri R.K. Kulshrestha
Principal
Govt. Boys Sr. Sec. School No. 3
Roop Nagar
Delhi - 110 007.
58. Dr. R.K. Mathur
Professor
Department of Educational
Psychology, Counselling
& Guidance, NCERT
New Delhi - 110 016.
59. Sri R.K. Sharma
Lecturer
Department of Educational
Psychology, Counselling
& Guidance, NCERT
New Delhi - 110 016.
60. Dr. R.K. Saraswat
Lecturer
Department of Educational
Psychology, Counselling
& Guidance, NCERT
New Delhi - 110 016.
61. Dr. R. Murlidharan
Professor
Department of Pre-School
& Elementary Education NCERT,
New Delhi - 110 016.
62. Dr. R.P. Singhal
Former Executive director
NIEPA, NIE Campus
New Delhi - 110 016.
63. Shri R.P. Srivastava
Principal
Navodaya Viddyalaya
Chhainsa
Distt. - Faridabad - 121 004.
64. Prof. R. Rath
'Saantasahi'
Cuttack (Orissa).
65. Prof. Suresh Chandra Shukla
Department of Education
(Central Institute of Education)
University of Delhi,
33, Chhatra Marg
Delhi - 110 007.
66. Dr. (Mrs.) Sushma Gulati
Reader
Department of Educational
Psychology, Counselling &
Guidance, NCERT
New Delhi - 110 016.
67. Prof. S.K. Mitra
Director
Council for Social Development
53, Lodi Estate
New Delhi - 110 003.

68. Dr. (Mrs.) Swadesh Mohan
Reader
Department of Educational Psychology, Counselling & Guidance, NCERT
New Delhi - 110 016.

69. Dr. S. Narayana Rao
Professor & Head
Department of Psychology
Sri Venkateswara University
Tirupati - 517 502.

70. Dr. S.P. Anand
Redear
Department of Education
Regional College of Education
Bhubaneswar - 751 007.

71. Dr. S.P. Sinha
Lecturer
Department of Educational Psychology, Counselling & Guidance, NCERT
New Delhi - 110 016.

72. Prof. (Mrs.) Sneh Shukla
A-1, Kaveri Apartments
Alaknanda (Near Kalkaji)
New Delhi - 110 019.

73. Dr. (Miss) Saroj Srivastav
Dy. Director
Navodaya Vidyalaya Samiti
New Delhi - 110 049.

74. Prof. T.E. Shanmugam
National Fellow &
Professor Emeritus
Department of Psychology
Madras University
Cheepauk
Madras - 600 005.

75. Dr. T.N. Dhar
Chief Technical Adviser (UNDP)
National Institute of Education
Maharagama
Sri Lanka.

76. Miss Usha John
Senior Journalist
H-1/A, Hauz Khas
New Delhi - 110 016.

77. Mr. Z.S. Chhikara
Principal
Kendriya Vidyalaya (NTPC)
Badarpur, New Delhi - 110 044.

78. Dr. B. Ganguli
Professor & Head
Department of Education in Science and Mathematics
NCERT, New Delhi - 110 016.

79. Dr. (Mrs.) G.K. Joneja
Lecturer
Department of Educational Psychology, Counselling & Guidance, NCERT
New Delhi - 110 016.

To begin with education of a child was rather considered a simple thing. With the passage of time it has grown in complexity. New ideas and practices have emerged and these must be taken note of in developing the all round personality of the child. An attempt has been made to present an integrated view. A selected approach has been preferred. The book also highlights the need for the establishment of a Children's University in the country, which, it is hoped will go a long way in focussing due attention on the various facets of child upbringing, care and education.

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